Kiera Timme

EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

Essential Belief Statement

It was during my time as a volunteer Scout Leader that my passion for working with young people began to develop. This role brought me a lot of joy, not only in seeing these individuals develop as scouts, but also in the variety of unique personalities I came to know. One experience in particular stands out as a deciding factor in my choice to become a teacher. During a group trip to the local ice-rink, one young scout really struggled to skate. I, along with several others, offered him help. But each time he cheerfully declined. Despite spending most of our time there gripping the edge and falling, he carried on. I was amazed by his self-determination, and I admired his perseverance. This is one of the reasons I love working with young people. I often feel that they teach and give more than I ever provide them. It was not until I immigrated to America, however, that my dream to become a teacher began to take form.

Like many other students, mathematics presented itself as a troubling subject during my early academic career. Even before returning to college, math was a subject that I dreaded. However, during the first math class that I had taken in nine years, a peculiar thing happened; I developed a love of Mathematics. Surprised as I was by my achievements, I knew they were not solely the result of my efforts alone. Fortune had brought me to Kelly Greenwood’s math class. Kelly displayed an enormous knowledge of content, and an infectious passion for teaching. It was Kelly who encouraged me to pursue a career as a math teacher, and without whom, I doubt I would have achieved what I have so far. Prior to taking her class I had spent years intimidated by mathematics. The very idea of taking a math test left me an anxious mess. It is why I feel like I’m on a mission to save as many people as I can from this feeling. While I do not expect all my students to come to love mathematics as I do, I do hope to change the way they perceive it. My goal is to help ensure mathematics is never the subject that brings my students down, or holds them back from achieving their goals, but instead, can be a vehicle for their success.

I hope that my *Clipboard* learning style will benefit me when it comes to developing lesson plans and managing the administrative tasks expected of a teacher. However, I know that I must be mindful of the fact that although I enjoy structure, many of my students will have different, even opposite, learning styles that I will need to accommodate. During SED 101, I was exposed to the Universal Design for Learning (UDL) model and Differentiated Instruction (DI) method. Together these approaches are a great way for teachers to meet the variety of needs that are present when teaching a diverse group of students. As such, UDL and DI would be among the pedagogic methodologies I would want to incorporate into my lessons.

While a teacher can plan for many things, one thing that concerns me is something I cannot plan for. Many of the teachers I have spoken with say that the bureaucratic side of the job can be very overwhelming and demotivating, and that the only thing that helps is if the work with students outweighs these negatives. My worry is that the teaching aspect of my job may not be enough. I hope, and believe, that it will be, but I am not sure. I also feel concern as to whether I will be able to create meaningful ways to teach content on a daily basis. I am worried I lack the creativity to get the job done well.

One of my main expectations of this course is to learn the tools and skills to create meaningful and rich lessons. I want to broaden my bag of tricks, and learn how to meet the needs of a diverse group of students, while still adhering to state standards and core curriculum requirements.